

UNDERSTANDING ALCOHOL: INVESTIGATIONS INTO BIOLOGY AND BEHAVIOR		
New Mexico Science Content Standards– Grades 6 - 8		
Science Standards - Grade 6		
Lesson	Strand and Benchmark	Performance Standard
2, 3, 4, 5	I – I – I - 1	Construct appropriate graphs from data and develop qualitative and quantitative statements about the relationships between variables being investigated.
2, 3, 4, 5, 6	I – I – I - 2	Examine the reasonableness of data supporting a proposed scientific explanation.
2, 3, 4, 5, 6	I – I – I - 3	Justify predictions and conclusions based on data.
3, 4, 6	I – I – II - 1	Understand that scientific knowledge is continually reviewed, critiqued, and revised as new data become available.
1, 3, 4	I – I – II - 2	Understand that scientific investigations use common processes that include the collection of relevant data and observations, accurate measurements, the identification and control of variables, and logical reasoning to formulate hypotheses and explanations.
1, 3, 4, 5	I – I – II - 3	Understand that not all investigations result in defensible scientific explanations.
2, 3, 4, 5, 6	I – I – III - 1	Evaluate the usefulness and relevance of data to an investigation.
2, 3, 4, 5, 6	I – I – III - 2	Use probabilities, patterns, and relationships to explain data and observations.
2	II – I – I - 3	Know that there are about 100 known elements that combine to produce compounds in living organisms and nonliving substances.
3, 4, 5, 6	III – I – I - 1	Examine the role of scientific knowledge in decisions (e.g., space exploration, what to eat, preventive medicine and medical treatment).
Science Standards - Grade 7		
Lesson	Strand and Benchmark	Performance Standard
3, 4, 5, 6	I – I – I - 1	Use a variety of print and web resources to collect information, inform investigations, and answer a scientific question or hypothesis.
3, 4, 5	I – I – I - 2	Use models to explain the relationships between variables being investigated.
3	I – I – II - 1	Describe how bias can affect scientific investigation and conclusions.

3, 5, 6	I – I – II - 2	Critique procedures used to investigate a hypothesis.
1, 2, 3, 5, 6	I – I – II - 3	Analyze and evaluate scientific explanations.
4, 5	I – I – III - 1	Understand that the number of data (sample size) influences the reliability of a prediction.
2, 3, 4, 5	I – I – III - 2	Use mathematical expressions to represent data and observations collected in scientific investigations.
3, 4, 5	I – I – III - 3	Select and use an appropriate model to examine a phenomenon.
2	II – I – I - 5	Know that chemical reactions are essential to life processes.
3, 4	II – II – II - 5	Understand that some characteristics are passed from parent to offspring as inherited traits and others are acquired from interactions with the environment.
2	II – II – III - 1	Understand that organisms are composed of cells and identify unicellular and multicellular organisms.
2	II – II – III - 2	Explain how organs are composed of tissues of different types of cells (e.g., skin, bone, muscle, heart, intestines).
2	II – II – III - 3	Understand that many basic functions of organisms are carried out in cells, including: growth and division to produce more cells (mitosis), specialized functions of cells (e.g., reproduction, nerve-signal transmission, digestion, excretion, movement, transport of oxygen).
2, 3	II – II – III - 5	Describe how some cells respond to stimuli (e.g. light, heat, pressure, gravity).
2, 3	II – II – III - 6	Describe how factors (radiation, UV light, drugs) can damage cellular structure or function.
2, 3, 4, 5, 6	III – I – I - 1	Analyze the contributions of science to health as they relate to personal decisions about smoking, drugs, alcohol, and sexual activity.
3, 6	III – I – I - 2	Analyze how technologies have been responsible for advances in medicine (e.g. vaccines, antibiotics, microscopes, DNA technologies).
3, 4, 6	III – I – I - 3	Describe how scientific information can help individuals and communities respond to health emergencies (e.g. CPR, epidemics, HIV, bio-terrorism).
Science Standards - Grade 8		
Lesson	Strand and Benchmark	Performance Standard
1, 3, 4, 5, 6	I – I – I - 1	Evaluate the accuracy and reproducibility of data and observations.
2, 3, 4, 5, 6	I – I – I - 2	Use a variety of technologies to gather, analyze and interpret scientific data.
3, 4, 5, 6	I – I – I - 3	Know how to recognize and explain anomalous data.

1, 3, 4, 5, 6	I – I – II - 1	Examine alternative explanations for observations.
1, 3	I – I – II - 2	Describe ways in which science differs from other ways of knowing and from other bodies of knowledge (e.g., experimentation, logical arguments, skepticism).
1, 3	I – I – II - 3	Know that scientific knowledge is built on questions posed as testable hypotheses, which are tested until the results are accepted by peers.
2, 3, 4, 5, 6	I – I – III - 1	Use mathematical expressions and techniques to explain data and observations and to communicate findings (e.g., formulas and equations, significant figures, graphing, sampling, estimation, mean).
3, 4, 5	I – I – III - 2	Create models to describe phenomena.
2	II – I – I - 6	Know that compounds are made of two or more elements, but not all sets of elements can combine to form compounds.
2	II – II – II - 1	Understand that living organisms are made mostly of molecules consisting of a limited number of elements (e.g., carbon, hydrogen, nitrogen, oxygen).
3, 4, 6	III – I – I - 1	Analyze the interrelationship between science and technology (e.g., germ theory, vaccines).

New Mexico Mathematics Content Standards – Grades 6 - 8

Mathematics Standards - Grade 6

Lesson	Benchmark	Performance Standard
2, 3, 4, 5, 6	1.A.2	Use equivalent representations for rational numbers (e.g., integers, decimals, fractions, percents, ratios, numbers with whole-number exponents).
2, 3, 4, 5, 6	1.A.3	Use appropriate representations of positive rational numbers in the context of real-life applications.
2, 5	1.B.1	Calculate multiplication and division problems using contextual situations.
2, 5, 6	1.B.3	Demonstrate the relationship and equivalency among ratios and percents.
2, 5	1.B.4	Use proportions to solve problems.
2, 4, 5, 6	1.B.5	Explain and perform: whole number division and express remainders as decimals or appropriately in the context of the problem, addition, subtraction, multiplication, and division with decimals, addition and subtraction with integers, and addition, subtraction, and multiplication with fractions and mixed numerals.
2, 4, 5	1.C.3	Determine if a problem situation calls for an exact or approximate answer and perform the appropriate computation.

5	1.C.6	Interpret and use ratios in different contexts.
2	1.C.7	Compute and perform multiplication and division of fractions and decimals and apply these procedures to solving problems.
2, 5	2.A.4	Explain and use the relationships among ratios, proportions, and percents.
5	2.B.3	Solve one-step linear equations and inequalities in one variable with positive whole-number solutions.
3, 5	2.B.4	Demonstrate that a variable can represent a single quantity that changes.
3, 5	2.B.5	Demonstrate how changes in one variable affect other variables.
3, 4, 5	2.C.2	Create, explain, and use mathematical models such as: Venn diagrams to show the relationships between the characteristics of two or more sets, equations and inequalities to model numerical relationships, three-dimensional geometric models, and graphs, tables, and charts to interpret and analyze data.
5	2.D.2	Solve problems that involve change using proportional relationships.
2	4.A.3	Select and use units of appropriate size and type to measure angles (e.g., degrees, radians), perimeter, area, and capacity in both U.S. customary and metric systems.
2, 3, 4, 5	5.A.5	Solve problems by collecting, organizing, displaying and interpreting data.
4, 5	5.A.6	Compare different samples of a population with the entire population and determine the appropriateness of using a sample.
3, 4, 5, 6	5.A.11	Formulate and solve problems by collecting, organizing, displaying, and interpreting data.
3, 4, 5, 6	5.B.1	Choose an appropriate graphical format to organize and represent data.
4, 6	5.B.4	Use data samples of a population and describe the characteristics and limitations of the sample.
4, 6	5.B.5	Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.
3, 4, 5, 6	5.C.2	Conduct observations, surveys, experiments and/or simulations, record the results in charts, tables, or graphs, and use the results to draw conclusions and make predictions.
3, 4, 5	5.C.4	Compare expected results with actual results in a simple experiment.
Mathematics Standards - Grade 7		
Lesson	Benchmark	Performance Standard
2, 3, 4, 5, 6	1.A.3	Use properties of the real-number system to explain reasoning and to formulate and solve real-world

		problems.
2, 3, 4, 5, 6	1.B.1	Add, subtract, multiply, and divide rational numbers (e.g., integers, fractions, terminating decimals) and take positive rational numbers to whole-number powers.
2, 5, 6	1.B.3	Calculate given percentages of quantities and use them to solve problems (e.g., discounts of sales, interest earned, tips, markups, commission, profit, simple interest).
2, 6	1.C.2	Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
2	1.C.4	Calculate the percentage of increases and decreases of a quantity.
3, 4, 5, 6	2.A.2	Represent a variety of relationships using tables, graphs, verbal rules, and possible symbolic notation, and recognize the same general pattern presented in different representations.
2, 5, 6	4.B.3	Solve problems involving scale factors, ratios, and proportions.
3, 4, 5, 6	5.A.2	Select and use appropriate representation for presenting collected data and justify the selection.
4, 6	5.A.8	Identify and explain the misleading representations of data.
2, 3, 4, 5, 6	5.A.9	Collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set.
3, 4, 5, 6	5.B.2	Know various ways to display data sets (e.g., stem and leaf plot, box and whisker plot, scatter plots) and use these forms to display a single set of data or to compare two sets of data.
2, 3, 4, 5, 6	5.B.3	Use the analysis of data to make convincing arguments.
3, 4, 5, 6	5.B.4	Use appropriate technology to gather and display data sets and identify the relationships that exist among variables within the data set.
4, 6	5.B.5	Use data samples of a population and describe the characteristics and limitations of the sample.
2, 3, 4, 5, 6	5.C.2	Analyze data to make accurate inferences, predictions, and to develop convincing arguments from data displayed in a variety of forms.
Mathematics Standards - Grade 8		
Lesson	Benchmark	Performance Standard
2, 3, 4, 5, 6	1.B.2	Perform arithmetic operations and their inverses (e.g., addition/subtraction, multiplication/division, square roots of perfect squares, cube roots of perfect cubes) on real numbers.
2, 3, 4, 5, 6	1.C.4	Use real number properties to perform various computational procedures and explain how they were used.

2, 4, 5, 6	1.C.6	Select and use appropriate forms of rational numbers to solve real-world problems including those involving proportional relationships.
3, 4, 5, 6	2.A.2	Use variables to generalize patterns and information presented in tables, charts, and graphs.
2, 5, 6	2.B.4	Demonstrate understanding of the relationships between ratios, proportions, and percents and solve for a missing term in a proportion.
3, 4, 5, 6	2.C.1	Generate different representations to model a specific numerical relationship given one representation of data (e.g., a table, a graph, an equation, a verbal description).
2, 3, 4, 5, 6	5.A.2	Generate, organize, and interpret real numbers in a variety of situations.
2, 3, 4, 6	5.A.3	Organize, analyze, and display appropriate quantitative and qualitative data to address specific questions including: frequency distributions, plots, histograms, bar, line, and pie graphs, diagram and pictorial displays, and charts and tables.
3, 4, 5, 6	5.A.6	Develop an appropriate strategy using a variety of data from surveys, samplings, estimations, and inferences to address a specific problem.
2, 3, 4, 5, 6	5.B.2	Generate, organize, and interpret real number and other data in a variety of situations.
2, 3, 4, 5, 6	5.B.3	Analyze data to make decisions and to develop convincing arguments from data displayed in a variety of formats that include: plots, distributions, graphs, scatter plots, diagrams, pictorial displays, charts and tables, and Venn diagrams.
3, 4, 5, 6	5.B.4	Interpret and analyze data from graphical representations and draw simple conclusions (e.g., line of best fit).
2, 3, 4, 5, 6	5.B.5	Evaluate and defend the reasonableness of conclusions drawn from data analysis.
3, 4, 5, 6	5.B.8	Use appropriate technology to display data as lists, tables, matrices, graphs, and plots and to analyze the relationships of variables in the data displayed.
3, 4, 5	5.C.3	Conduct simple experiments and/or simulations, record results in charts, tables, or graphs, and use the results to draw conclusions and make predictions.
3, 4, 5	5.C.4	Compare expected results with experimental results and information used in predictions and inferences.
New Mexico Language Arts Content Standards – Grades 6 - 8		
Language Arts Standards - Grade 6		
Lesson	Benchmark	Performance Standard

NEW MEXICO ALIGNMENT FOR NIH SUPPLEMENT UNDERSTANDING ALCOHOL: INVESTIGATIONS INTO BIOLOGY AND BEHAVIOR

All lessons	I – A – 6	Interact appropriately in group settings.
2, 3, 4, 5, 6	I – B – 1	Interpret and synthesize information from a variety of sources by: reviewing the characteristics of informational works, restating and summarizing information, determining the importance of information, making connections to related topics and information, monitoring comprehension, drawing inferences, and generating questions.
3, 5, 6	I – B – 3	Organize information gathered for a research topic into major components based on appropriate criteria.
1, 3, 5, 6	I – C – 3	Develop and apply appropriate criteria to evaluate the quality of communication by: using knowledge of language structure and literary or media techniques, drawing conclusions based on evidence, reasons, or relevant information, and considering the implications, consequences, or impact of those conclusions.
3, 4, 5, 6	I – D – 1	Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by: using effective reading strategies to match type of text, reading self-selected literature and other materials of individual interest, reading selections and other materials assigned, discussing selections in teacher-student discussions and small groups, and taking an active role in whole-class seminars.
3, 4, 5, 6	I – D – 2	Generate questions to be answered while reading and reflect on what has been learned after reading.
2, 3, 4, 5, 6	I – D – 4	Follow oral and written directions for a procedure.
All lessons	II – A – 1	Assume a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator, reporter/synthesizer).
All lessons	II – A – 2	Clarify, illustrate, and expand upon topics in discussions.
All lessons	II – B – 9	Support opinions expressed with detailed evidence and with visual or media displays that use appropriate technologies.
All lessons	II – C – 1	Compose a variety of writings that express individual perspectives drawn from personal or related experience by: drafting, revising, editing, and proofreading own written work, using direct feedback from peers to revise content, and writing for public and private audiences.
Language Arts Standards - Grade 7		
Lesson	Benchmark	Performance Standard
All lessons	I – A – 2	Respond to informational materials that are read, heard, or viewed by: summarizing the information, determining the importance of the information, making connections to related topics/information, monitoring comprehension, drawing inferences, and generating questions.
All lessons	I – B – 2	Interpret and synthesize information by responding to information that is read, heard, or viewed.

2, 3, 4, 5, 6	I – C – 2	Refine critical thinking skills and develop criteria that evaluate arguments and judgments by: stating a firm judgment, justifying the judgment with logical, relevant reasons, clear examples, and supporting details, and creating an organizing structure appropriate to purpose, audience, and context.
All lessons	I – D – 4	Use knowledge of context and vocabulary to understand informational text.
All lessons	II – A – 4	Interact in group discussions by: offering personal opinions confidently without dominating, giving valid reasons that support opinions, and soliciting and considering others' opinions.
All lessons	II – C – 3	Produce research reports and technical writings that communicate information effectively to a specific audience.
Language Arts Standards - Grade 8		
Lesson	Benchmark	Performance Standard
All lessons	I – A – 2	Interact in group activities and/or seminars to: share personal reactions to questions raised, give reasons and cite examples from texts to support opinions, clarify, illustrate, or expand on a response, and ask classmates for similar expansion.
2, 3, 4, 5, 6	I – B – 1	Use information for specific tasks by: analyzing and evaluating information to extend ideas, analyzing and evaluating themes and central ideas in relation to personal and societal issues, and creating a research product in both written and presentation form.
1, 3, 5, 6	I – B – 2	Use images, videos, and visual representations as informational research tools.
3, 5, 6	I – C – 2	Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes.
All lessons	I – D – 3	Recognize when information presented in a text is new knowledge and describe how it can be used.
All lessons	II – A – 2	Create and present arguments that persuade by: engaging the audience by establishing a context, creating a persona, and developing interest, developing an idea that makes a clear and informed conclusion, arranging details, reasons, and examples persuasively, and anticipating and addressing reader/listener concerns and counter-arguments.
New Mexico Health Content Standards – Grades 5 - 8		
Lesson	Benchmark	Performance Standard
4, 5, 6	1.A	Describe/Understand risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.

NEW MEXICO ALIGNMENT FOR NIH SUPPLEMENT UNDERSTANDING ALCOHOL: INVESTIGATIONS INTO BIOLOGY AND BEHAVIOR

4, 5, 6	1.B	Identify/Understand how healthy alternatives to unhealthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e. abstinence, selection of healthy food choices, “natural highs”, etc.).
4, 5, 6	1.C	Explain/Analyze how personal daily choices can affect future health status.
4, 5, 6	1.E	Describe/Analyze the impact of family history, cultural values, social systems, and environmental influences on mental, emotional, social, and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.
4, 6	1.H	Describe/Analyze patterns of addiction and its influence on mental, emotional, social, and physical health during adolescence.
2, 3, 4	1.I	Describe/Understand the reproductive, circulatory, digestive, nervous, and endocrine systems and their relationships to adolescent health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.
1, 4, 5, 6	1.J	Describe/Analyze how family, peers, media, culture, and others influence adolescent’s decision making in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.
1, 4, 5, 6	1.K	Explain/Analyze how the school, religion, culture, community, society and media along with other outside influences such as federal, state or local laws, policies, etc. impact personal health decisions.
4, 5, 6	1.M	Identify/Analyze health risks in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.
4, 5, 6	1.N	Identify/Analyze consequences of health risks in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.
4, 5, 6	1.O	Identify/Analyze ways to reduce health risks in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e. abstinence, selection of healthy food choices, etc.).
3, 4, 5, 6	1.R	Identify/Understand how family history, genetics and preventive health care can affect personal health.
3, 4, 5, 6	1.S	Identify how family history, genetics and preventive health care can affect personal health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.

4, 5, 6	1.T	Identify how lifestyle choices can affect personal health in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.
6	2.A	Identify/Explain the functions of school and community health resources related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.
6	2.B	Analyze health-promoting products and services (i.e. food choices, community services, physical activity, etc.). (Grades 5/6 only)
1, 3, 4, 6	2.C	Analyze health information that may be confusing or contradictory (i.e. from media, peers, siblings, etc.). (Grades 5/6 only)
4, 6	2.O	Identify/Role-play/Discuss situations related to health crisis and formulate solutions to intervene and/or prevent the crisis (i.e. a friend tells you they are thinking about suicide; a friend tells you they are smoking, etc.).
6	2.P	Recognize and identify professional health services in the community.
4, 5, 6	3.A	Identify/Analyze the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity, personal safety, mental, social and emotional well-being.
4, 5, 6	3.B	Describe the consequences of personal health choices and their effects. (Grades 5/6 only)
4, 5, 6	3.B	Use decision making skills to determine personal health goals in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being. (Grades 7/8 only)
3, 4, 5, 6	3.C	Describe the relationship between health behaviors and well-being in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being. (Grades 5/6 only)
3, 4, 5, 6	3.D	Determine/Compare and contrast relationship between health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e. the relationship between physical activity, nutrition and chronic disease; the relationship between sexual activity and teen pregnancy, etc.).

NEW MEXICO ALIGNMENT FOR NIH SUPPLEMENT UNDERSTANDING ALCOHOL: INVESTIGATIONS INTO BIOLOGY AND BEHAVIOR

1, 4, 5, 6	4.A	Identify and discuss/Explain how qualities of cultures (both positive and negative) in the school and community and how they contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional well-being.
1, 3, 4, 5, 6	4.C	Identify/Describe community and cultural factors that influence health (i.e. religion, values, habits, money, gender, ethnicity, etc.).
1, 4, 5, 6	4.D	Compare cultural values and beliefs with personal values and beliefs and identify how they relate to health behaviors and choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional well-being.
1, 6	4.F	Identify/Explain positive and negative health messages from media and other sources in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional well-being (i.e. abstinence vs. teenage sex, smoking vs. non-smoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.).
6	4.G	Identify/Describe sources that can help to determine if media messages are true or false.
1, 4, 5, 6	4.L	Describe health messages peers give/ Identify how peers influence in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional well-being (i.e. abstinence messages, drug, alcohol, tobacco use messages, suicide ideation, etc.).
2, 4, 5, 6	5.I	Identify/Analyze and demonstrate both verbal and non-verbal ways to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.
4, 5, 6	6.A	Demonstrate/Describe and demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional well-being.
1, 4, 5, 6	6.B	Describe/Describe and analyze the relationship between personal, family, peer and community values in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional well-being.
1, 4, 5, 6	6.C	Describe/ Describe and analyze the influences of culture, family, peers and communities on decisions in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional well-being.

5, 6	6.G	Set and apply strategies to attain a realistic personal health goal in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional well-being.
5, 6	6.H	Evaluate/Analyze how health goals in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional well-being change as individuals grow older (i.e. as a child, teenager, adult, etc.).
3, 4, 5, 6	6.I	Evaluate/Analyze how health goals in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional well-being may change as information, abilities, priorities and responsibilities change.
5, 6	6.J	Identify personal strengths, needs and health risks.
3, 4, 5, 6	7.A	Examine/Analyze different ways to communicate health issues in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional well-being.
1, 3, 4, 5, 6	7.B	Recognize/Define and analyze information and opinions about health issues in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety, mental, social and emotional well-being.
5, 6	7.D	Role-play how to help others make healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco, and other drug use; physical activity; personal safety; mental; social and emotional well-being.